



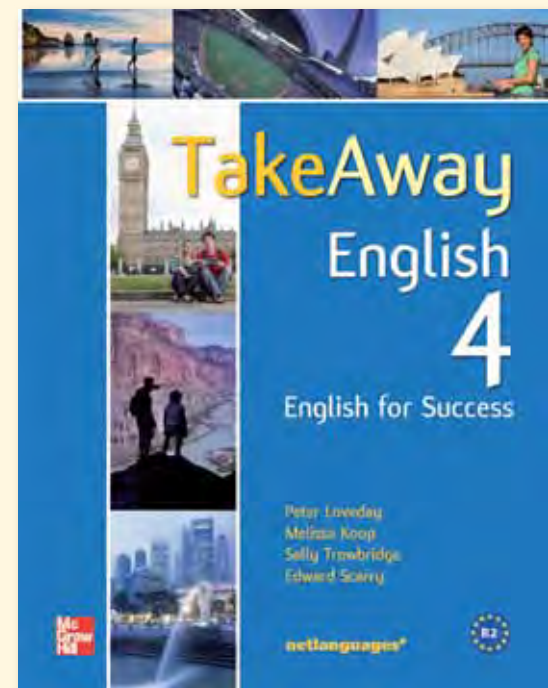
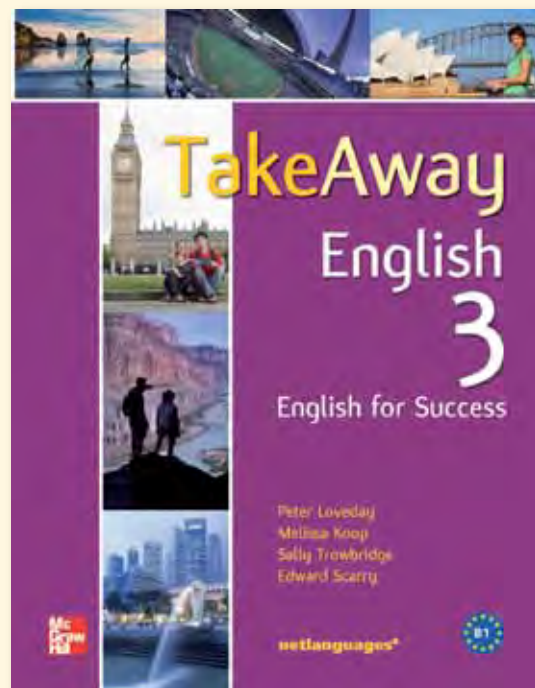
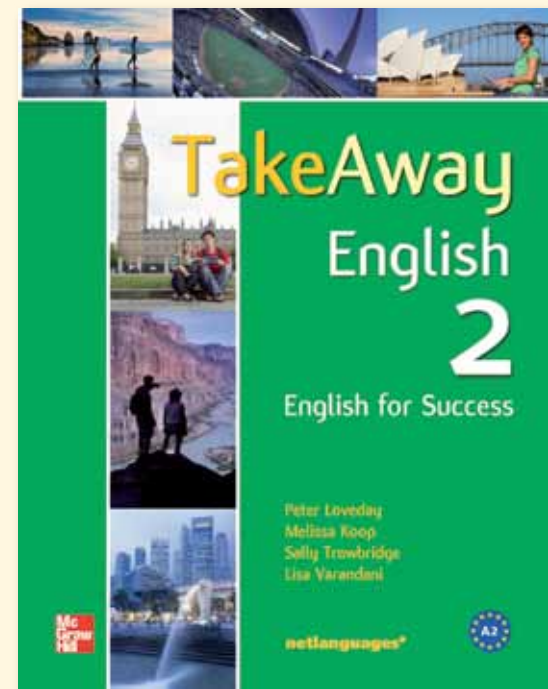
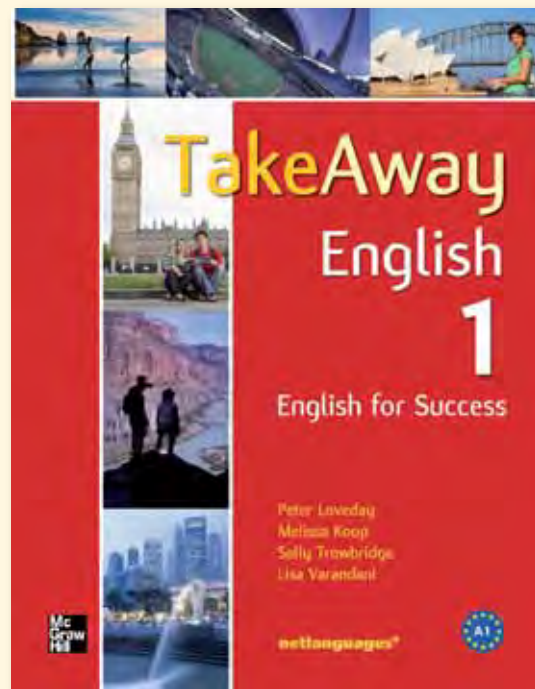
# TakeAway English

English for Success



**Mc  
Graw  
Hill**

**ELT**





# TakeAway English

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**Takeaway English** is a new course for young adults. It combines a topic and text-based approach to materials design, and a communicative methodology to make an engaging and effective course for learners and teachers alike. In addition, **Takeaway English** allows maximum flexibility and provides an unprecedented range of quality print and online resources.

## Key Features

- o Systematic unit and lesson structure with a clear focus in each section makes planning and navigation easier.
- o Contexts are up-to-date and relevant to a global audience.
- o A consistent strategy strand ensures development of academic and critical thinking skills.
- o Additional skill-building support is given strategically.
- o Natural conversations allow students to practice the language and role-play in meaningful situations.
- o Supports student autonomy and self-study skills development.
- o A test-taking strategy section in each unit helps students practice skills leading to success.
- o Alternating songs and culture sections in each level add variety and richer contexts.
- o A Video practices the unit skills in an engaging conversation format.
- o The resources for teachers help save time in preparing classes and add variety to the classes.



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# LESSON A

LESSON A is the core section. It focuses on listening, speaking, vocabulary and grammar.

**START** creates interest in the topic. It also serves to activate students' world knowledge and to activate language that they may already know related to the topic.

## LISTENING

Students practice listening skills and strategies with a variety of texts: monologues, conversations, interviews, informal and formal discussions.

The text contains much of the vocabulary and grammar that will be focused on in the sections that follow.

### 6 Good luck, bad luck

**LESSON A**

**START**

**Good luck and bad luck customs**

1 Do you believe in good and bad luck? Name one time when you had good luck. Name one time when you had bad luck.

2 Match the sentences about good luck and bad luck to the pictures. Then listen and check.

- \_\_\_\_\_ a four-leaf clover brings good luck.
- \_\_\_\_\_ Some people believe that if you break a mirror, you get seven years of bad luck.
- \_\_\_\_\_ In some countries, a horseshoe means good luck.
- \_\_\_\_\_ Some people think it's bad luck to walk under a ladder.
- \_\_\_\_\_ In some countries, Friday the 13<sup>th</sup> is an unlucky day.
- \_\_\_\_\_ Some people believe that it's bad luck when a black cat walks in front of you.
- \_\_\_\_\_ Some people cover their fingers for good luck.
- \_\_\_\_\_ You are lucky if you see a shooting star.

**In this unit you...**

- talk about good luck and bad luck
- use expressions with get
- respond to good news and bad news

**Grammar**

- review simple past




### 6A

**LISTENING**

**A lucky man!**

1 **Before listening** You will hear an interview with Bill Morgan. Look at the pictures of Bill's life. What do you think happened to him? Talk about your predictions with a partner.



2 **Listening** Listen to the interview. Number the events from 1 to 8.

- \_\_\_\_\_ Bill won a car.
- \_\_\_\_\_ Bill got his job back.
- \_\_\_\_\_ Bill won \$100,000.
- \_\_\_\_\_ Bill had a heart attack.
- \_\_\_\_\_ Bill got engaged.
- \_\_\_\_\_ Bill bought another ticket.
- \_\_\_\_\_ Bill was in a coma.
- \_\_\_\_\_ Bill bought a lottery ticket.

3 **After listening** Read the sentences. Circle True or False.

1. Bill is a taxi driver.	True	False
2. Bill was in a coma for seven days.	True	False
3. Bill's doctors thought he was going to die.	True	False
4. Bill didn't need a new car.	True	False
5. The reporter bought Bill's second ticket.	True	False
6. The reporter didn't believe that he had a winning ticket.	True	False
7. Bill started lucky because he was unhappy.	True	False

**HELP listening**

**Listen for sequence of events**

When you listen, pay attention to the sequence (the order) of events. This will help you understand the story.

Useful listening strategies.

### Talk about it!

- Work with a partner. Make a list of good luck and bad luck customs or symbols in your culture. Talk about which ones you believe in.
- Report to the class about the good and bad luck customs. As a class, decide on the most interesting custom for good luck and bad luck.

### culture matters

In different cultures, people have different ideas about luck. For example, in some cultures people say that the number 13 means bad luck, and that Friday the 13<sup>th</sup> is an unlucky day. But in other countries, people say that Tuesday the 13<sup>th</sup> is unlucky.

**Talk About It!** at the end of every section gives students the opportunity to personalize the language and helps them increase their communicative competence.

Cultural information relevant to the lesson.

### Talk about it!


- Work with a partner. Talk about these questions.
- In your opinion, what was the luckiest thing that happened to Bill?
- In your opinion, what was the most unlucky thing that happened to Bill?
- Talk about a time when your luck went from bad to good, or your luck went from good to bad.

Students express their personal opinion and relate the text to their own experiences.



## VOCABULARY

Students consolidate and expand on vocabulary introduced in the Listening. Target language includes lexical sets, collocations, and fixed phrases.

6A


### VOCABULARY

#### Expressions with get

- Check the things that are true about you. Then tell a partner. What word do these expressions all have in common?  
 get 50 text messages a day    get angry easily  
 get new clothes every week    get good grades
- Read Bill's story. Match the expressions with get in bold with the definitions. Then listen and check.

Two years ago Bill **got** a job as an engineer. That's when he met Lucy. Then he **got** sick. He went to the hospital, and he **got** worse. He nearly died. Then, suddenly, he **got** better. When he came out of the hospital, he **got** a lottery ticket. It had the winning number. He **got** rich. Then Bill and Lucy decided to **get** engaged. Next year they are going to **get** married.

1. <u>get better</u> = started to feel well again
2. _____ = make a plan to get married
3. _____ = became rich
4. _____ = faced / obtained work
5. _____ = brought
6. _____ = started to feel worse
7. _____ = started to feel well
8. _____ = become husband and wife

- Write the expressions from exercises 1 and 2 in the correct columns. Then compare with a partner. Add two more expressions with get to each column.

become	obtain
get angry	

### ENGLISH express

Get has different meanings in different expressions.


I **get** angry. (*become*)

I **got** 10 emails. (*receive / obtain*)

I **got** a lottery ticket. (*buy*)

## GRAMMAR

Students "discover" patterns and rules and then test their understanding of them

6A


### GRAMMAR

#### Review: simple past

- Read the sentences. The past verb forms are underlined. Write them in the correct column of the chart in the base form and the simple past.

regular	irregular
base form	base form
went	got
wanted	get

- I just wanted to get back to work. For hours, I got my old job back.
- I had a heart attack. I was in a coma for several days.
- I suddenly woke up 12 days later. I felt great.
- I decided to ask my girlfriend to marry me, and she said yes!
- I bought a lottery ticket. I thought, "I won \$100,000!"

affirmative	regular verbs	irregular verbs
negative	I <u>enjoyed</u> my old job back.	I <u>was</u> my old job back.
yes / no questions and answers	He <u>didn't want</u> his old job back.	He <u>didn't get</u> his old job back.
information questions	Did you <u>work</u> your old job back?	Did you <u>get</u> your old job back?
	Yes, I <u>did</u> . / No, I <u>didn't</u> .	Yes, I <u>did</u> . / No, I <u>didn't</u> .
	Why did you <u>work</u> your old job back?	When did you <u>get</u> back to work?

- Complete the conversation with the simple past of the verbs in parentheses. Then listen and check.

Ann: What (1) did you do (do / you) last weekend?  
 Bob: On Saturday (2) I slept (sleep) late, and then (3) I cleaned (clean) my room in the afternoon. I (4) got (go) to the beach.  
 Ann: You did? Where (5) you (go / you) to the beach with?  
 Bob: Well, I (6) got (go) with Jessica, but we (7) didn't see (see) lots of other people from school there.  
 Ann: Really? Who (8) you (see / you)? (9) Did Tom and Billy there?  
 Bob: Tom (10) was (be / not) there, but Billy (11) was (be). He (12) said (say) that Tom (13) was (be) sick.  
 Ann: Oh, no! (14) I called (call) him yesterday but he (15) wasn't (answer). I (16) didn't know (know / not) he (17) was (be) sick! Tom? Tom?

### Talk about it!

3 Work with a partner. Talk about what you did last weekend.

A: What did you do last weekend?

B: I went shopping on Saturday morning and then I studied in the afternoon.

A: Did you get anything good?

B: Yes! I got a great sweater and some jeans.

Students are given the opportunity to put their vocabulary into practice in a guided, personalized speaking activity.

English in use, common expressions, and idiomatic phrases.

Students talk about their own experiences incorporating the newly learned language.

## READING

Students move systematically from general comprehension to a detailed understanding.

Reading strategies include predicting content, scanning and skimming, reading quickly to complete a specific task, sequencing, guessing meaning from context, understanding cause and effect.

Focus on language in the text that is relevant to the unit theme.

6B

LESSON B

READING

A lucky thief

1 Before reading Look at the words in the box. They are all from the news article you are going to read. Look up any new words in a dictionary. What do you think the article is about?

2 Reading Read the article and check your guesses to exercise 1.

THIEF LEAVES WINNING LOTTERY TICKET BEHIND

Trenton, Italy — Last week, local doctor Giovanni Ricci was surprised to find that a thief had robbed him. Even more surprising, however, was the winning lottery ticket that the thief left behind.

Dr. Giovanni Ricci was going to visit a friend on New Year's Eve when he got a flat tire. Another driver stopped to help Dr. Ricci. This man took all the old tire, put the spare tire on, and then drove off. Dr. Ricci looked in his trunk and realized that the man was a thief. Everything from his car trunk—a suitcase, some tools, and a large box of documents—was missing. In fact, the trunk was empty! Then the doctor found a lottery ticket on the road next to the car. The ticket obviously belonged to the thief, and fell out of his pocket while he was helping Dr. Ricci.

Dr. Ricci kept the lottery ticket. A week later, he discovered that it was the winning ticket! But Dr. Ricci did not keep the ticket. He put an ad in the newspaper, asking the thief to come and get the ticket. The thief answered the ad, apologized to the doctor for robbing him, and took the ticket. When asked why he didn't keep the money, Dr. Ricci told reporters that the ticket wasn't his. "It may be a thief, but I'm not."

3 Reading Read the news article again. Number the pictures from 1 to 5.

A B C D E

### HELP reading

Order the sequence of events  
When you read, write small numbers in the story next to each main event to show the sequence. This will help you understand the story.

Students relate the reading to their own experiences

The **Project** involves group or individual work, doing research, then compiling and presenting information.

6B

4 After reading Circle the correct words to complete the sentences.

1. The man stopped to help the doctor fix a flat tire.  
2. The doctor knew / didn't know the man.  
3. The man took the doctor's old tire / suitcase.  
4. The man lost / gave the doctor his lottery ticket.  
5. The doctor says / didn't keep the money.  
6. The man was / wasn't sorry that he robbed the doctor.

5 Talk about it!

5 Work with a partner. Talk about the questions.

1. Do you think the doctor did the right thing when he gave the money to the thief?  
Would you do the same thing? Why or why not?  
A: What do you think? Did the doctor do the right thing?  
B: Yes, I think he did. It's true. The doctor isn't a thief.  
A: Would you do the same thing?  
B: Yes, I would. What would you do?  
A: I think I would keep the money because I found the ticket.

2. What would you do in these situations?  
1. You find a purse in a restaurant.  
2. You find a lot of money on the street.  
3. You see someone drop a lottery ticket on the street.  
4. You buy something in a store and the salesperson gives you too much change.  
5. You see a thief trying to steal a tourist's purse.

PROJECT

Work in pairs or small groups. Do research to find out about good luck and bad luck symbols and customs from around the world. Choose one good luck symbol / custom and one bad luck symbol / custom. Prepare and present a short skit for each symbol / custom. The skit should show a person with the symbol / custom and having good or bad luck.

ENGLISH express

Use **would + verb** to talk about situations that aren't real.

What **would** you **do** if this happened to you?

I **would** (not) **give** the money to the thief.

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## CULTURE

This content-based lesson (Units 2, 4, 6, 8, 10) provides reading, listening and speaking practice, while promoting cultural awareness.

**6B**

**CULTURE**

**Lotteries around the world**

**1 Before reading** What do you know about lotteries? Read the sentences and choose games.

- The first lottery was held in the United States / China / Italy.
- Most early lotteries were organized by governments / governments / schools.
- The country with the most lotteries is Spain / the United States / Italy.

**Task 2 Reading** Read the article to check your guesses to exercise 1.

**Lotteries more than fun and games**

Lotteries may seem like nothing more than a fun game or easy way to get rich quickly. However, they have a long history and sometimes with government and social projects. One famous example of this was in China between 220 and 181 A.D. During this time, the first Dynasty used golden tickets to collect money to make the Great Wall of China. Another example is from the ancient Romans. During this time, it was common to give early guests a gift based on a lottery system. Everyone received a ticket, and after a drawing, people would get prizes.

The first modern European lottery for public money was held in Florence, Italy, in 1492. It was the first lottery to use a ball to draw numbers. In fact, the Dutch also gave money as prizes in lotteries. In these lotteries, people had a 1 in 4 chance of winning a prize. In fact, the English word lottery comes from the Dutch word lot, which means 'draw'.

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The first large lottery in America was held in 1794 in New York City. It was to help support education. In the last 20 or 30 years, lottery tickets have also become popular. These tickets allow players to protect their money from a ticket to become instantly rich. The popularity of lotteries is growing all over the world. The United States is a country with the most lotteries.

The **SONG** (Units 1, 3, 5, 7, 9) is primarily for students' enjoyment and adds variety to the lesson. The song fits the unit theme and contains target language from the unit.

**7B**

**SONG**

**Do you have a heart?**

**1 Before listening** What are some famous brands you know? Write two or three brands for each category. Then say what country they come from.

cars	clothes	watches	electronics	perfumes	more
Rolls Royce (Japan)					

**2 Before listening** Compare your list with a partner. Do you have any of the things on the list? Do you want any of the things on the list? Which ones?

**Task 3 Listening** Listen to the song. Write the missing words in the lyrics.

Do you have a heart?

Chorus

You have a heart (1) watch  
 You have a heart (2) car  
 You have a heart (3) car  
 You have a heart (4) car  
 You have a heart (5) car  
 You have a heart (6) car  
 You have a heart (7) car  
 You have a heart (8) car  
 You have a heart (9) car  
 You have a heart (10) car

Chorus

You have a heart (1) watch  
 You have a heart (2) car  
 You have a heart (3) car  
 You have a heart (4) car  
 You have a heart (5) car  
 You have a heart (6) car  
 You have a heart (7) car  
 You have a heart (8) car  
 You have a heart (9) car  
 You have a heart (10) car

**PRONUNCIATION** focuses on a feature of pronunciation such as sounds, stress, intonation, and connected speech.

**6B**

**PRONUNCIATION**

**Did + subject**

**Task 1** In past tense questions, we pronounce *Did* like *did*, and *Did* like *did*.

In writing	In speaking
Did you buy a ticket?	Did you buy a ticket?
Did he buy a ticket?	Did he buy a ticket?

**Task 2** Listen to the questions. Write the missing words.

**PRONUNCIATION**

**Sentence stress in the present perfect**

**Task 1** In present perfect sentences, we stress the words that give the meaning. Listen and repeat.

What you have done	What you have done
I've <u>been</u> to the airport.	I've <u>been</u> to the airport.
I've <u>been</u> to the airport.	I've <u>been</u> to the airport.
I've <u>been</u> to the airport.	I've <u>been</u> to the airport.

**Task 2** Listen to the sentences. Underline the stressed words.

- A: Have you been to the airport?
- B: Yes, I have.
- A: Have you been to the airport?
- B: Yes, I have.
- A: Have you been to the airport?
- B: Yes, I have.

Students are asked to compare facets of their own country with those of different countries.

**7B**

**PRONUNCIATION**

**Sentence stress in the present perfect**

**Task 1** In present perfect sentences, we stress the words that give the meaning. Listen and repeat.

What you have done	What you have done
I've <u>been</u> to the airport.	I've <u>been</u> to the airport.
I've <u>been</u> to the airport.	I've <u>been</u> to the airport.
I've <u>been</u> to the airport.	I've <u>been</u> to the airport.

**Task 2** Listen to the sentences. Underline the stressed words.

- A: Have you been to the airport?
- B: Yes, I have.
- A: Have you been to the airport?
- B: Yes, I have.
- A: Have you been to the airport?
- B: Yes, I have.

# TAKEAWAY

**Takeaway** is the culmination of the unit. Students practice functional language, conversation and writing skills. They also prepare for international exams, and do self-assessment to review and consolidate their progress.

## Conversation Takeaway

Students focus on functional language that is used in a variety of common everyday situations.

Conversation strategies are also featured in this section. These strategies cover ways of managing and participating in conversations.

**6 Takeaway**

**Conversation Takeaway**

**Responding to good news and bad news**

1 How do you respond to good and bad news in your language?

2 Listen to a conversation between two friends. Who do you...

3 Complete the conversation with expressions from the box. Check your answers.

That's really a shame. That's amazing. That's...

I'm sorry to hear that. Congratulations. That's...

Maya: Hey, Kate! I haven't seen you in a long time. How are you?

Kate: Hi, Maya! Oh, things aren't too bad.

Maya: What's new?

Kate: Well, I'm getting married next month.

Maya: You are? (1) **Congratulations!** (2) Who's the lucky guy?

Kate: His name is Nick. His grandfather's a millionaire.

Maya: (3) ...

Kate: Yes, but unfortunately he died last week.

Maya: Wow. (4) ...

Kate: Yes, it is. He lived a long life, but we're still very sad. So, what's new with you?

Maya: Not much. I just found out that I didn't get the promotion I wanted at work.

Kate: Oh... (5) ...

Maya: Thank you. And I've been sick all week.

Kate: Really? (6) ... I hope you get well soon.

Maya: Thanks. But the good news is that I just bought a lottery ticket and I won \$500!

Kate: Really? (7) ...

Maya: Thanks! Now I'm going to get a new TV with the money!

**Talk about it!**

4 Work with a partner. Take turns telling each other good news and bad news. Respond to the news with the words and phrases from exercise 3. Be careful to use the correct intonation.

**Tell me more!**

Visit the Takeaway English Online Learning Center at [www.mhhe.com/elt/takeaway1e](http://www.mhhe.com/elt/takeaway1e)

**Takeaway TV** Check out the Takeaway TV videos. **Log in** Improve your English with the online activities.

**CONVERSATION STRATEGY**

**Show surprise**

We usually stress the words in a sentence that show we are surprised or sorry. When we are surprised, we also use a higher pitch (intonation). When we are sorry, we use a lower pitch.

The conversation gives students a model for the speaking activity.

Functional language is always presented in a conversation. This helps to illustrate its meaning and allows related functions to be practised.

## Writing Takeaway

Students practice writing skills and strategies. They practice a variety of text types, such as emails, blog entries, and brochures.

Students focus on a range of writing strategies, such as sequencing, sign-posting, starting paragraphs, and linking.

**Writing Takeaway**

**Writing a story about luck**

1 **Before writing** Talk about a time you or a friend had good luck or bad luck.

2 **Writing model** Read the luck story. Is it about good luck or bad expressions. Then write the details from the story into the timeline.

left work at 6 p.m.

found a cat

My friend Alina had really good luck last weekend! On Friday night, she left work at 9 o'clock. When she got home, she found an old cat sitting in front of her door. The cat was hungry, so she fed it. She put out a bowl of food and some water. The cat ate the food very quickly, and then continued to sit there. After that, she decided to brush its hair. The cat meowed happily while she brushed it. The next morning, the cat was still sitting in front of her door! So she fed it again, and it meowed happily again. The night it was raining, so she let the cat sleep in her kitchen. On Sunday, Alina went to the supermarket. She saw a sign with a picture of the cat on it. The sign said, "Missing cat. Please call 555-7810." When she got home, she called the number. The owner of the cat was very happy! Thirty minutes later he came to her house to get it. When he got home, he gave Alina \$100 to say thank you. After he left, she went to the mall and spent the money on a new pair of shoes.

3 **Planning your writing** Now plan the details of your own luck story with a timeline.

4 **Writing** Write your luck story. Use the information in exercises 2 and 3 to help you.

**HELP writing**

**Use time expressions**

When you write an article, use time expressions—**when, while, on, at, before, after, then, that..., this..., the next...**—to help the reader understand the order of events.

Students read and analyze a model text, then organize new content in order to write their own similar text.



## Test Takeaway

Students practice test-taking strategies, the target language of the unit, and also a variety of common exam style questions found in international exams such as TOEFL, TOEIC, Cambridge ESOL, and IELTS.

6
Takeaway


### Test Takeaway

**Test-taking strategy**

**Understanding sequence:** Understanding the sequence, or order of events, can help you better understand the story you are reading or listening to.

Use these steps to help you understand sequence:

1. Pay attention to sequence words like *first*, *second*, *then*, *before*, *after that*, *next*, and *finally*.
2. Use any pictures to help you understand the sequence of events.
3. Ask yourself, *What needed to happen before something else could happen?*
4. Number important events to put them in order.
5. If you are listening, take notes.



**Example**  
You read this story:

I usually have very good luck, but not this week. Monday morning I turned on my computer and it crashed. I finished an important paper for school on Saturday, but now it was lost. I couldn't print it. Then I lost my phone. I got it back eventually, but I didn't have it for two days. Finally, I did poorly on a test on Friday. Next week has to be better!

**You see this test question.**

1. Which event happened first?	
<input checked="" type="checkbox"/> A. I couldn't print it.	(This happened after the computer crashed.)
<input checked="" type="checkbox"/> B. I finished my paper.	(This is the correct answer.)
<input checked="" type="checkbox"/> C. My computer crashed.	(This happened after the paper was finished.)
<input checked="" type="checkbox"/> D. My paper was lost.	(This happened when the computer crashed.)

### PRACTICE

Order the events of the story correctly using the numbers 1-5.

- \_\_\_\_\_ I didn't have my phone for two days.
- \_\_\_\_\_ I finished an important paper.
- \_\_\_\_\_ I couldn't print the paper.
- \_\_\_\_\_ My computer crashed.
- \_\_\_\_\_ I turned on my computer.
- \_\_\_\_\_ I lost my phone.
- \_\_\_\_\_ I did poorly on a test.
- \_\_\_\_\_ I got my phone back.

Students build confidence by becoming familiar with different exam tasks.

## Language Takeaway

Students review and test their understanding of the target language of the unit.

Takeaway
6

### Language Takeaway

**Unit review**

1. Complete each sentence with a *get* expression. Be sure to use the correct verb tense.

1. In the United States, most people \_\_\_\_\_ before they get married.
2. Samantha is sick. I hope she \_\_\_\_\_ soon.
3. After I graduated from college, I \_\_\_\_\_ as a teacher.
4. Did you hear that Brian drinks \_\_\_\_\_? I had won the lottery!
5. I want to \_\_\_\_\_ and have children before I am 30 years old.

2. Complete each sentence using the correct form of the verb.

1. Bob usually gets home at 5:00, but yesterday he \_\_\_\_\_ home at 7:00. (go)
2. I almost always study at the library, but yesterday I \_\_\_\_\_ at home. (study)
3. They usually eat lunch together on Saturday, but last Saturday they \_\_\_\_\_ alone. (eat)
4. I'm usually tired at night, but last night I \_\_\_\_\_ tired. (not / be)
5. Tara almost always has a cup of coffee in the morning, but yesterday she \_\_\_\_\_ one. (not / have)

**Unit 3**

Listen to the conversation between Peter and Emily. Circle the best response to each question.

1. What are the speakers discussing?

- A) Peter's car.
- B) Peter's grandmother.
- C) Peter's mother.
- D) Peter's lottery ticket.

2. When did Carol win the lottery?

- A) the day after she bought a car.
- B) the day before she got her college degree.
- C) the day after she got her college degree.
- D) 68 years ago.

3. What did Carol do with the money?

- A) She used it to buy more lottery tickets.
- B) She used it to pay a tax.
- C) She gave it to Peter.
- D) She lost it.

Question types often resemble exam-type questions; however, the aim of this section is review rather than testing.

# TEACHER'S BOOK

## The unit teaching notes include:

- o warm-up activities
- o activity and lesson extension ideas
- o teaching tips
- o adaptations for mixed ability classes
- o culture notes
- o background information relevant to the lesson
- o potential teaching problems and their solutions

## The Teacher's Book also includes:

- o photocopiable teaching suggestions for the **Takeaway TV** video
- o photocopiable **Takeaway TV** video worksheets
- o photocopiable videoscript of the **Takeaway TV** video



## 6 Good luck, bad luck

See pages 118-119 of your Teacher's Book for:

- Program description and teaching suggestions
- Lesson planning sheets
- Professional development

### UNIT OBJECTIVES

**FUNCTIONS**

- Talk about good and bad luck
- Use expressions such as
- Respond to good and bad news

**VOCABULARY**

- Expressions with get
- Good and bad luck vocabulary

**GRAMMAR**

- Review: simple past

**PRONUNCIATION**

- Get + object

**READING**

- A newspaper article: A lucky man

**CULTURE**

- Luckiness around the world

**WRITING**

- A story about luck

**STRATEGIES**

- Listening for the sequence of events in a story
- Ordering the sequence of events when reading
- Showing surprise
- Using time expressions in writing to order events

### LESSON A

**WARM UP**

- Books closed. Write *Irregular verbs* and then the following list down one side of the board:

lie  
buy  
get  
have  
lose  
see  
win

- Tell the class to work in pairs to write the past form of each verb. Set a time limit of one minute.
- Call on students for the past tense forms. List them on the board. Practice pronunciation of the past forms. Leave the list on the board for the duration of the class.

Describe situations where you had good luck and bad luck. Have students work in pairs, small groups, or as a class to name a time when they each had good luck and bad luck.

ideas for warm up

teaching tips

potential learning problems and solutions

## 6A

### LISTENING

#### A lucky man!

Books closed. Write lottery tickets on the board. Check that the class understands what this means. Dictate the following questions:

- Do you ever buy lottery tickets?
- Have you ever won a lottery prize?
- Do you know anyone who has won a lottery prize?

Have students compare their questions in pairs. Ask students to read out the questions as you write them on the board.

Have students ask each other the questions and then report back to the class.

Books open. Read through the directions and focus attention on the photos. Tell students to work in pairs to predict what happened to Bill.

Ask students to report back on their ideas. List a sentence for each photo and write it on the board. For example: Bill was in a hospital. He bought a lottery ticket. He won a lot of money.

**3**

Have students work alone or in pairs to mark the sentences 'True or False'.

Check answers by calling on students to read a statement and say the answer. If the sentence is false, call on another student to correct it.

**ANSWERS**

- False (negative)
- True (2 days)
- True
- False (he did over a lot)
- False (he bought a second ticket)
- True
- False (he lost his money because he was stupid)

**Extension**

Have students turn to the audio script. Play the recording once more as students listen and read. Allow time for students to ask about words or expressions they don't understand.

**Talk about it!**

Read through the directions and questions. Tell students to work alone first, to make notes about their answers to each question. Set a time limit of five minutes. Allow time for students to work in pairs to compare their answers and then offer the questions.

Call on students to report to the class on what they talked about. Find out if students agree on what was the luckiest thing and the most unlucky thing.

### HELP listening

Present the Help listening box. Explain that exercise 2 is practice of listening for the sequence of events.

### Teaching tip

Present the Culture matters box. Explain that in many English-speaking countries Friday 13<sup>th</sup> is considered an unlucky day whereas in many Spanish-speaking countries Tuesday 13<sup>th</sup> is considered unlucky.

**Talk about it!**

Read through the directions.

Have students work in pairs to list good luck and bad luck customs in their culture, and then discuss which ones they believe in.

**3**

Have students report to the class about their customs. List them on the board.

Ask students to decide which is the most popular custom for both good and bad luck.

### TRTROUBLESHOOT

**Problem:**

Some students can't remember or think of a situation to talk about, when their luck went from good to bad or bad to good.

**Solution:**

Ask students to think about movies, TV shows, or books in which someone's luck changes.



6A

## VOCABULARY

### Expressions with get

**1**

- Books closed. Tell students to work in pairs to retell the story about Bill that they listened to in the previous lesson.
- As a class, retell the story. Call on students one at a time to say the next event in the sequence.

**2**

- Books open. Write the following sentences on the board:
  - I get about 8 emails every day.
  - I get a newspaper on my way to school every day.
  - I get nervous when I fly.
- Underline the verb get.
- Present the English expression. Ask students which meaning of get applies to each of the three sentences on the board. Call on students to say each sentence on the board, substituting the appropriate verb for get.
- Direct students' attention to the four phrases in the exercise. Have students check the things that are true about themselves, and then compare with a partner.
- Ask students to report to the class, ask which meaning of get applies to each of the things.

**3**

- Read through the instructions. Each one or two means to sample from Exercise 1 and 2. Have students confab in pairs.
- Draw the chart on the board. First answer from the class and write them in the chart.
- Point out that all the items in the Income column are get + an adjective, and that they describe a process from one state to another. For example: He wasn't sick, but then he became sick.

**4**

- Present the questions to the class, with a student partner model asking and answering a couple of the questions. Take turns.
- Tell the students to work in pairs to take turn asking and answering the questions.
- Ask some students to report to the class on what they found out about the person they spoke to.
- If there is time, develop the last three questions into a class discussion on the situation in their country. Discuss if this has changed much in recent time.

**Answers**

- get better
- get stronger
- get rich
- get a job
- get
- get married
- get sick
- get divorced

6A

## GRAMMAR

### Review: simple past

**1**

- Books closed. Write randomly on the board. Tell students to write three true sentences concerning the word yesterday.
- Have students compare sentences, in pairs. Encourage them to respond to each other's sentences. For example: Really? That's interesting. I went to the movies too.
- Call on some students to read their sentences to the class. Write them on the board.
- Underline the verbs in the sentences on the board. Elicit the base form of the verbs.

**2**

- Books open. Read through the questions and the sentences.
- Focus attention on the regular language chart. Go over the language that comes up and any difficulties students are having. Deal with these at the end of the speaking activity.
- Call on several pairs to present their conversations to the class.

**3**

- Call on a student pair to present the multiple conversation.
- Model how you want students to do the conversation by asking one student what he or she did last weekend. Then ask several follow-up questions to find out more information. But also to show the class how you want them to speak for as long as possible.
- Tell students to work in pairs to talk about the past weekend. Monitor and help as needed. Note down useful language that comes up and any difficulties students are having. Deal with these at the end of the speaking activity.
- Call on several pairs to present their conversations to the class.

**Extension**

After the speaking activity, have students write a short paragraph about what their partner did the previous weekend, and include one piece of information which is not true. For example: He went to Park. She went skydiving. Call on students to read their paragraphs in groups or as a class as the others listen and say what is not true.

## Mixed ability

In mixed ability classes, give weaker students more support by writing sentence starters on the board for the answers to each of the questions. This will make it possible for them to make longer, more satisfying answers. For example:

- I got these clothes at...
- For my last birthday, I got a... from... and a... from...
- The last time I got sick was...
- In our country, people normally...
- Most people get married when they are...
- I think that the economic situation is...

adaptations for mixed ability classes

6A

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6A

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extension activities

The EZ Test® CD-ROM with Test Generator provides a databank of testing items from which teachers can create customized tests within minutes. The testing materials are also available online.

Included are:

- Unit Quizzes
- Quarterly Exams
- Speaking Prompts with Rubrics
- Writing Prompts with Rubrics
- Placement Tests

The **Online Learning Center** is a comprehensive online resource for teachers and students.

## Resources for students

- **Takeaway TV video**
- Interactive video activities
- Interactive activities: vocabulary, grammar, conversation, games

## Resources for teachers

- Workbook Answer Key
- Audioscripts
- Scope and sequence for complete program
- Powerpoint presentation
- Printable video worksheets
- Videoscripts
- Test audio files







**Takeaway TV**, the video component of **Takeaway English**, includes a 3- to 5-minute episode for each unit of the Student Book that incorporates the unit theme, vocabulary, and grammar.

This entertaining video provides an opportunity for students to hear authentic English in engaging situations. The video is available in DVD format or online at [www.mhhe.com/elt/Takeaway1e](http://www.mhhe.com/elt/Takeaway1e).



Each 3–5 minute episode revolves around a topic related to the theme of the Student Book unit.

- All episodes start with Karina, the TV host, introducing the topic.
- Some episodes then have an ongoing online chat between two people.
- Other episodes feature *Takeaway to the Streets*—real-life interviews with various people on topics related to the unit.
- All episodes end with a wrap up by Karina.

The episodes were created to enliven instruction and to create opportunities for students to develop their listening and speaking skills. They can be utilized in a variety of ways depending on the ability level and needs of any group of students.

The video is accompanied by videoscripts and photocopiable video worksheets at the back of the Teacher's Book.

Students may also choose to do the interactive video activities on the **Online Learning Center**.

The Workbook provides eight pages of activities for each of the ten Units and four pages of activities for the two Reviews. Activities focus on the reinforcement of vocabulary, grammar, reading, writing, and test-taking. In addition, students complete a self-assessment log.



## 6 Good luck, bad luck

### START / LISTENING (Use after student book page 57)

Some people think that things in the box bring good or bad luck. Put the items in the correct column.

a four-leaf clover	breaking a mirror	a horseshoe
walking under a ladder	Friday the 13 <sup>th</sup>	a black cat walking in front of you
crossing your fingers	seeing a shooting star	

Good luck	Bad luck
a four-leaf clover	

2. Use the words in the box to complete the sentences about good and bad luck.

are believe brings cross is it's means walks

- A four-leaf clover brings good luck.
- Some people believe that breaking a mirror brings you seven years of bad luck.
- In some countries, a horseshoe brings good luck.
- Some people think it's bad luck to walk under a ladder.
- In some countries, Friday the 13<sup>th</sup> is an unlucky day.
- Some people believe that it's bad luck if a black cat walks in front of you.
- Some people cross their fingers for good luck.
- You are lucky if you see a shooting star!

## 6A

### VOCABULARY (Use after student book page 68)

1. Write the words in the correct box to complete the diagram.

better	a lottery ticket	engaged	married	rich	sick	an email
worse	new clothes	angry	a job			

```

graph TD
    get[get] --> become[become]
    get --> obtain[obtain]
    become --> get_better[get better]
    obtain --> [ ]
    
```

2. Circle the correct answer to complete each sentence.

- I got an email from Juan last week.  
a. better b. email c. engaged d. worse
- She got better of her old job so she found a new one.  
a. angry b. better c. worse d. tired
- She got a job in New York at the UN.  
a. sick b. engaged c. job d. rich
- Last year she got engaged to her boyfriend.  
a. angry b. engaged c. worse d. job
- I have to get married because I have nothing to wear!  
a. tired b. engaged c. married d. new clothes
- Millicent got rich when she lost her winning lottery ticket.  
a. tired b. rich c. angry d. better
- After three days in the hospital, he got better and went home.  
a. sick b. better c. worse d. angry
- Henry got angry to his girlfriend.  
a. married b. sick c. an email d. a job

## 6A

### GRAMMAR (Use after student book page 69)

1. Complete the chart with the past form of the irregular verbs.

Infinitive	Simple past	Infinitive	Simple past	Infinitive	Simple past
1. buy	bought	5. get		8. have	
2. win		6. feel		10. be	
3. see		7. come		11. go	
4. take		8. eat		12. wake up	

2. Circle if the statements are in present or in past tense.

	Present	Past
1. I buy a lottery ticket every Friday.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Juny came late to class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. We all got the email from the teacher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Brad went shopping with Belinda.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Did you buy anything at the store?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Do you feel angry about losing your ticket?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Where did you get this book?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Why do you get up so early?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Change the sentences from present to past.

- I feel sick. I felt sick.
- I get up early and go to class. I got up early and went to class.
- Am I late? Was I late?
- Do you buy bread? Did you buy bread?
- I get a lottery ticket here. I got a lottery ticket here.
- Where do you go shopping? Where did you go shopping?
- I don't watch TV. I didn't watch TV.
- Jason doesn't get angry. Jason didn't get angry.



# TakeAway English

The **Takeaway English** program includes the following components.

- o Student Book with MP3 Audio CD
- o Workbook
- o Teacher's Book with regular Audio CD
- o EZ Test® CD-ROM with Test Generator
- o EZ-Test Online
- o Online Learning Center with:
  - o **Takeaway TV** Video
  - o Interactive activities
  - o Teacher and student resources

## COMPONENTS / ISBN

### LEVEL 1

Student Book with mp3 Audio CD	9786071505859
Workbook	9786071505866
Teacher's Guide with Audio CD	9786071505873
DVD	9781259008283

### LEVEL 2

Student Book with MP3 Audio CD	9786071505880
Workbook	9786071505897
Teacher's Guide with Audio CD	9786071505903
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### LEVEL 3

Student Book with MP3 Audio CD	9786071505910
Workbook	9786071505927
Teacher's Guide with Audio CD	9786071505934
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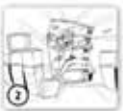




### LEVEL 4

Student Book with MP3 Audio CD	9786071505941
Workbook	9786071505958
Teacher's Guide with Audio CD	9786071505965
DVD	9781259008313

6B

## READING TO WRITING (Use after student book page 75)

1 Look at the pictures. Which accidents do you think Forrest Hightstone has had? Read the story and check your answers.

Sometimes bad luck is good luck. Forrest Hightstone has a history of terrible accidents but always survives. He thinks he is pretty lucky.

The first accident happened when he was fifteen. He fell off his bicycle and broke his arm. He had to take a bus home from the hospital, which drove off a bridge into a river. Everyone on the bus died except for Forrest who, amazingly, was not injured.

The next accident happened when he took an airplane for the first time. Forrest sat back of the plane. Suddenly, one of the doors opened and Forrest was sucked out. Other passengers died but, incredibly, Forrest survived when he fell into a lake.

He was also struck by lightning on a fishing trip. Surprisingly, he was fine, but he "I know it's strange but I think I'm pretty lucky," says Forrest. "I have terrible accidents but I think I'm pretty lucky." Last year Forrest won a contest for the most accidents in the Caribbean Sea. He decided not to go. "I didn't want to test my luck," he said.

2 Read the questions and circle the correct answer.

- How many people survived when the bus drove off the bridge?
 

A] All the people on the bus.
B] None
C]
- What happened to Forrest when he fell out of the airplane?
 

A] He died.
B] He survived.
C]
- What is NOT true about all Forrest's accidents?
 

A] They are all terrible.
B] They happened near water.
C]

6 Takeaway

## SELF-ASSESSMENT (Use after student book page 77)

### My takeaway from this unit

Circle the answer that is true for you.

I can talk about good and bad luck.	<i>I'm still learning it. / I know it.</i>
I can use expressions with get.	<i>I'm still learning it. / I know it.</i>
I can respond to good and bad news.	<i>I'm still learning it. / I know it.</i>
I can use the simple past to tell a story.	<i>I'm still learning it. / I know it.</i>

### My study habits

Check (✓) the box that is true for you.

It's difficult for me to speak because I don't want to make any errors.	<input type="checkbox"/> yes	<input type="checkbox"/> no
I try to speak in English with my teacher.	<input type="checkbox"/> yes	<input type="checkbox"/> no
I try to speak in English with my classmates.	<input type="checkbox"/> yes	<input type="checkbox"/> no
I read in English (a book, a magazine, the Internet) in my free time.	<input type="checkbox"/> yes	<input type="checkbox"/> no
I do my homework.	<input type="checkbox"/> yes	<input type="checkbox"/> no
I keep a vocabulary notebook.	<input type="checkbox"/> yes	<input type="checkbox"/> no

### My learning diary

Complete the sentences with information that is true for you.

My favorite word or phrase from the unit is \_\_\_\_\_

Some interesting cultural information in this unit is \_\_\_\_\_

I am happy because now I can \_\_\_\_\_

The most difficult thing for me in this unit was \_\_\_\_\_

In the next unit, I want to study more about \_\_\_\_\_

My question for the teacher about this unit is: \_\_\_\_\_

Unit	Start	Listening	Vocabulary	Grammar	Reading	Song / Culture	Pronunciation	Conversation Takeaway	Writing Takeaway	Test Takeaway
<b>1 Let's begin!</b> page 2	Making introductions	Filing in a registration form <i>Strategy:</i> Use what you know	What's your date of birth?	Simple present of be and other verbs	A school handbook <i>Strategy:</i> Preview the title and photos	<b>Song:</b> Hello, hello	Syllables	Greeting someone and saying goodbye <i>Strategy:</i> Use gestures	Writing a student profile <i>Strategy:</i> Use a word map	Multiple choice questions
<b>2 All about me!</b> page 14	An international school	What's your job? <i>Strategy:</i> Preview the task	What's your nationality? / More jobs	Questions with be	E-pals messages <i>Strategy:</i> Read more than once	<b>Culture:</b> English around the world	Intonation in questions	Talking about likes and dislikes <i>Strategy:</i> Keep a conversation going	Writing an e-pal message <i>Strategy:</i> Use capital letters correctly	Understand words from context
<b>3 Tell me about your day</b> page 26	What time do you have math class?	Teresa's daily routine <i>Strategy:</i> Learn new words	Daily activities	Simple present	Daily routines around the world <i>Strategy:</i> Reread	<b>Song:</b> Hard life	Third-person singular /s/es ending	Using time expressions <i>Strategy:</i> Gain time	Writing a description of your daily routine <i>Strategy:</i> Sequence the events	Listen for the main idea
<b>4 Let's go shopping!</b> page 38	What's your favorite store?	It's next to the bookstore <i>Strategy:</i> Listen for main ideas and details	Places to go and things to buy	There is / there are	A news story <i>Strategy:</i> Read for the gist	<b>Culture:</b> Shopping times around the world	Reduction of there is / there are	Asking for help in a store <i>Strategy:</i> Express surprise	Writing a description of shopping habits <i>Strategy:</i> Answer question words	True / False questions
<b>5 My family</b> page 50	Meet my family	Who's that in the photo? <i>Strategy:</i> Use pictures	Who's he? What's he like?	Possessive adjectives and possessive nouns	My social network page <i>Strategy:</i> Use prior knowledge	<b>Song:</b> My second family	The sounds /ɪ/ his and /i/ he's	Making formal and informal introductions <i>Strategy:</i> The use of names and titles	Writing a description of you and your family <i>Strategy:</i> Write a topic sentence	Prepare for a listening activity
<b>Review 1, page 62</b>										
<b>6 Yesterday</b> page 66	What day is it?	Where did they go yesterday? <i>Strategy:</i> Make a mental image	Where did you go? How was it?	Simple past	Blogs about a special day <i>Strategy:</i> Guess meaning from context	<b>Culture:</b> The names of the days of the week	Simple past of ending	Describing past experiences <i>Strategy:</i> Use conversation fillers	Writing a description of a special day <i>Strategy:</i> Summarize the main idea	Choose the correct verb tense
<b>7 What are you doing?</b> page 78	What's the weather like?	Calling home <i>Strategy:</i> Preview the questions	Activities	Present continuous	An email home <i>Strategy:</i> Make an inference	<b>Song:</b> Missing you	Connecting words	Inviting and accepting or not accepting an invitation <i>Strategy:</i> Be polite	Writing an email home <i>Strategy:</i> Use appropriate letter closings	Answer reading comprehension questions
<b>8 I'm taking a trip</b> page 90	Staying at a hotel	Let's meet up! <i>Strategy:</i> Take notes	What's the best way to get downtown?	Simple present and present continuous for the future	Let's get together! <i>Strategy:</i> Find the main idea	<b>Culture:</b> Hotel breakfasts	The sounds /ɪ/ light and /aɪ/ right	Asking for and giving travel suggestions <i>Strategy:</i> Give feedback	Writing an email to make arrangements <i>Strategy:</i> Use appropriate language	Answer vocabulary questions
<b>9 Going out</b> page 102	Entertainment places	What's playing? <i>Strategy:</i> Listen for specific information	Places to go and things to do	Prepositions at, in, on	What can we do for entertainment? <i>Strategy:</i> Scan for specific information	<b>Song:</b> Let's fall in love	The sounds /a/ do, and /aɪ/ go	Buying tickets <i>Strategy:</i> Ask additional questions	Writing an email to make plans <i>Strategy:</i> Use sequential order	Listen for specific information
<b>10 Let's celebrate!</b> page 114	Holidays and festivals	A New Year's custom <i>Strategy:</i> Use your senses	Celebrations	Count and non-count nouns	Festival of the month <i>Strategy:</i> Understand footnotes	<b>Culture:</b> New Year's around the world	Stress in long words	Accepting and refusing food <i>Strategy:</i> Refuse politely	Writing a description of a festival <i>Strategy:</i> Include details	Read for vocabulary
<b>Review 2, page 126</b>										
<b>Grammar Takeaway, page 130</b>										



Unit	Start	Listening	Vocabulary	Grammar	Reading	Song / Culture	Pronunciation	Conversation Takeaway	Writing Takeaway	Test Takeaway
<b>1</b> It's a great job! page 2	Jobs	About my job Strategy: Listen for key words	Job descriptions	Review: questions in the simple present. Adverbs of frequency	An out-of-the-world job Strategy: Guess the meaning of new words	Song: Uncle Bertie's nephew	Intonation in questions	Making excuses Strategy: Be polite	Writing a job description Strategy: Write a topic sentence	Reading for the main idea
<b>2</b> Great vacations page 14	Where do you go on vacation?	Favorite vacations Strategy: Listen for time and place	Vacation activities	Go + gerund	A travel blog Strategy: Build vocabulary through antonyms	Culture: Holidays and vacation days	The /p/ sound	Making and responding to suggestions Strategy: Make suggestions	Writing a travel blog Strategy: Use adjectives	Summarising
<b>3</b> Cities around the world page 26	What's the city like?	Comparing cities Strategy: Preview the task	Tell me about the city	Comparatives and superlatives	A world-class city Strategy: Preview section titles	Song: All around the world	Sentence stress	Agreeing and disagreeing Strategy: Use polite language	Writing a comparison essay about two cities Strategy: Write a concluding sentence	Describing a picture
<b>4</b> Wildlife page 38	Endangered animals	An endangered bird Strategy: Listen for specific information	Animal actions	Can and can't for ability and permission	Animal facts Strategy: Scan for general ideas	Culture: Wildlife conservation vacations	The sounds /æ/ /ɪ/ and /ʊ/	Using measurements Strategy: Use shortened word	Writing an essay about an endangered animal Strategy: Make a plan with details	Making inferences (drawing conclusions)
<b>5</b> All about sports page 50	What sports do you play or do?	My favorite sport Strategy: Make predictions	Sports actions	Must and have to	A great sporting moment Strategy: Scan for key words	Song: The game of life	Have to / has to	Talking about rules Strategy: Gain time	Writing a description of a sport Strategy: Make a word map	Reading for detail
Review 1, page 62										
<b>6</b> Good luck, bad luck page 66	Good luck and bad luck customs	A lucky mail Strategy: Listen for sequence of events	Expressions with get	Review: simple past	A lucky thief Strategy: Order the sequence of events	Culture: Lotteries around the world	Let + subject	Responding to good news and bad news Strategy: Show surprise	Writing a story about luck Strategy: Use time expressions	Understanding sequences
<b>7</b> My favorite things page 78	Things people collect	What do you collect? Strategy: Listen for reactions	Vocabulary building	Present perfect	Enthusiastic collectors Strategy: Predict	Song: Do you have a fever?	Sentence stress in the present perfect	Talking about things you like Strategy: Emphasize your idea	Writing a descriptive essay Strategy: Use the five senses	Text completion questions
<b>8</b> Memorable experiences page 90	Feelings	A childhood memory Strategy: Summarize	Accidents happen	Past continuous versus simple past	Experiences to remember Strategy: Know your purpose for reading	Culture: Stories and culture	Vowel sounds /aʊ/ /ɪ/ and /ʊ/ as /ə/ and /ɪ/ for	Reacting to a story Strategy: Use body language	Writing a story about a memorable experience Strategy: Identify the key events and details	Listen for word recognition tone
<b>9</b> I love chocolate! page 102	Made with chocolate	A dessert recipe Strategy: Spell words	Cooking instructions	The passive voice	All about chocolate Strategy: Preview the contents	Song: I drink coffee, I drink tea	Word stress in three-syllable words	Making, accepting, and declining offers Strategy: Make your response polite	Writing an encyclopedia entry Strategy: Make an outline	Identify pros and cons
<b>10</b> How can we help? page 114	In need of help	A service trip Strategy: Make inferences	Ways to help	Object pronouns	The recycled goods Strategy: Know the writer's purpose	Culture: Charitable organizations around the world	Vowel sounds /æ/ /ʊ/ and /aɪ/ /aʊ/	Making requests and giving reasons Strategy: Use formal vs. informal language	Writing a plan to help others Strategy: Use a flowchart	Identify support for an opinion
Review 2, page 126										
Grammar Takeaway, page 130										

Unit	Start	Listening	Vocabulary	Grammar	Reading	Song / Culture	Pronunciation	Conversation Takeaway	Writing Takeaway	Test Takeaway
<b>1</b> World languages page 2	Understanding language	Learning languages Strategy: Listen for key words	How well do you speak the language?	Simple present and present continuous	The written word Strategy: Preview the task	Song: My one true love	Syllable stress	Asking for clarification Strategy: Ask the person to repeat	Writing an ad for a language course Strategy: Use advertising techniques	Understand time and language
<b>2</b> Are you fashionable? page 14	Formal and casual clothes	What do you wear to work? Strategy: Listen for details	Different ages, different clothing	Verb patterns (verb + infinitive or verb-ing)	Jeans, jeans, jeans Strategy: Read for the main idea	Culture: Wedding clothing traditions	Reduction of to	Shopping for clothes Strategy: Confirm information	Writing an email about clothes Strategy: Know your audience	Understand cause and effect
<b>3</b> That's life! page 26	Tell me about your family	How's it going? Strategy: Identify relationships	Life events	Present perfect and past perfect	A special family reunion Strategy: Identify verb forms to understand sequence	Song: My crazy family	The sounds /ɪ/ live and /aɪ/ life	Saying goodbye and making plans Strategy: Agree strongly	Writing a letter about recent events Strategy: Organize your writing by topic sentences	Look for the correct form and part of speech of a word
<b>4</b> Do you know a good story? page 38	Classifying animals	An African folktale: The Eagle and the Tortoise Strategy: Preview	Giving and responding to information	Simple past and past continuous	A folktale from India Strategy: Make a prediction	Culture: Folktales about the Moon	Pronunciation of -ed verb endings	Asking for more information about a story Strategy: Express surprise	Writing a folktale Strategy: Make your writing interesting	Short answer questions
<b>5</b> Home, sweet home page 50	Apartment for rent	I'm calling about the apartment Strategy: Listen for specific information	What's in the living room?	Should for advice and the imperative for instructions	Feng Shui Strategy: Identify cause and effect	Song: Close the door	Vowel sounds /ʊ/ wood, /eɪ/ you and /aɪ/ for	Responding to suggestions Strategy: Be polite when responding	Writing an advice letter Strategy: Write an effective response	Understanding comprehension questions
Review 1, page 62										
<b>6</b> Doing it for charity page 66	Charity events	A walk for charity Strategy: Identify sequence	What do you do and where do you go to stay in shape?	Future forms: will, be going to, simple present	A blog about a charity event Strategy: Understand the writer's purpose	Culture: Charities around the world	Pronouncing contractions	Showing support and offering help Strategy: Use contractions	Writing a blog to promote a charity event Strategy: Make a plan	Choose the correct verb tense or form
<b>7</b> How do you stay healthy? page 78	The human body	Let's exercise! Strategy: Understand instructions	Where does it hurt?	Modal verb review	A health advice column Strategy: Scan for specific information	Song: What can this be?	Sentence stress	Seeing the doctor Strategy: Get advice information	Writing an article giving advice Strategy: Use graphic organizers	Compare and contrast
<b>8</b> Space travel page 90	Tell me to the Moon	A visitation on the Moon Strategy: Understand hesitations	Build your vocabulary!	Would for hypothetical situations	What about the Moon? Strategy: Scan for the main idea	Culture: Space food	Contracted words	Checking into a hotel Strategy: Check understanding	Writing an email to request hotel information Strategy: Write a professional email	Vocabulary questions: Select meaning by word
<b>9</b> What have you been doing? page 102	The average American	How long does it take? Strategy: Take notes	Time flies!	Present perfect continuous	Have you been waiting long? Strategy: Ask and answer questions	Song: Passing the time	Understanding numbers and times	Apologizing and accepting an apology Strategy: Admit responsibility	Writing a survey report Strategy: Organize parts of a report	Use context clues to answer questions
<b>10</b> Great adventures page 114	Famous expeditions	Expedition to Ulaan Strategy: Focus on what you understand	Equipment for a sampling trip	Passive voice	Adventures in Africa Strategy: Predict	Culture: Excursions and transportation around the world	The sound /aɪ/	Shopping for camping equipment Strategy: Give feedback	Writing a blog about a trip Strategy: Use the active vs. passive voice in writing	Vocabulary questions: Select word by meaning
Review 2, page 126										
Grammar Takeaway, page 130										



Unit	Start	Listening	Vocabulary	Grammar	Reading	Project	Song / Culture	Pronunciation	Conversation Takeaway	Writing Takeaway	Test Takeaway
<b>1 Don't worry, be happy!</b> page 2	A happiness quiz	Happiness and health <i>Strategy:</i> How to listen to a conversation	It was hilarious!	Gerunds	Health depends on happiness <i>Strategy:</i> Build your vocabulary	Conduct a happiness survey	<b>Song:</b> These simple things	Can and could	Talking about funny situations <i>Strategy:</i> Question what someone says	Writing an article <i>Strategy:</i> Connect ideas	Using and understanding stress
<b>2 Get a job!</b> page 14	The road to employment	A job interview <i>Strategy:</i> Make inferences	Work factors and situations	Present perfect and simple past	A cover letter for a job <i>Strategy:</i> Scan for specific words and phrases	Research and present unusual jobs	<b>Culture:</b> A job interview abroad	Tag question intonation	Checking facts <i>Strategy:</i> Buy time in a conversation	Writing a cover letter for a job <i>Strategy:</i> Use appropriate language for a formal letter	Recognize signal words in test reading
<b>3 Plugged in</b> page 26	Appliances and devices	New technology <i>Strategy:</i> Identify opinions	How does it work?	Phrasal verbs	How texting stopped a thief <i>Strategy:</i> Look for reported speech	Invent a new technology or device	<b>Song:</b> Call home	Stress on phrasal verbs	Asking for help in a store <i>Strategy:</i> Can or may?	Writing a news story <i>Strategy:</i> Use direct quotes	Identify degree of opinion / agreement
<b>4 It's written on your face</b> page 38	Facial features	A real smile or a fake smile? <i>Strategy:</i> Apply information you have learned	Facial expressions	Stative verbs	Face reading <i>Strategy:</i> Use active reading techniques	Present a personality analysis of yourself	<b>Culture:</b> Greetings!	Sentence stress	Giving and receiving a compliment <i>Strategy:</i> How to respond to compliments	Writing a compare and contrast essay about greeting customs <i>Strategy:</i> Compare and contrast	Understanding compound words
<b>5 At the movies</b> page 50	Classic movies	Hollywood remakes <i>Strategy:</i> Listen for important points	Movie talk	Uses of movie	The remake or the original? <i>Strategy:</i> Understand style in online discussion boards	Prepare a movie scene	<b>Song:</b> Let's make a movie!	Vowel sounds	Giving opinions <i>Strategy:</i> Show enthusiasm	Writing a movie review <i>Strategy:</i> Use phrases for expressing an opinion	Listen for signal words to take better notes during listening passages
<b>Review 1, page 62</b>											
<b>6 The good and the bad</b> page 68	A bad week	A news story <i>Strategy:</i> Hear, understand, and judge	Good and bad luck	Passive voice	Good luck stories <i>Strategy:</i> Summarize and infer	Research a news story	<b>Culture:</b> The role of luck	Voice pitch	Reacting to good and bad news <i>Strategy:</i> Someone or they	Writing a news report <i>Strategy:</i> Use the passive voice	Choosing the correct verb tense
<b>7 Spending and saving</b> page 78	Spending choices	My finances <i>Strategy:</i> Use prior knowledge	Prices and money	Used to	Waste not, want not <i>Strategy:</i> Preview the text	Research how to economize	<b>Song:</b> Shopping	Saying numbers and prices	Refusing things to a store <i>Strategy:</i> Confirmation of price	Writing a response to a question <i>Strategy:</i> Used to	Listen to connect and synthesize ideas
<b>8 Step by step</b> page 90	Homemade toy	A moving image toy <i>Strategy:</i> Sequence	Putting it together	Sequencing instructions	Survival guide <i>Strategy:</i> Reading instructions	Research and present survival strategies	<b>Culture:</b> Cries	Pronouncing words with the letter u	What's it called? <i>Strategy:</i> Thing or stuff	Writing instructions on how to make a toy <i>Strategy:</i> Writing instructions	Paraphrasing
<b>9 What's the matter?</b> page 102	Problems and advice	A radio call-in show <i>Strategy:</i> Listen for negative words	Problems, problems	Second conditional	Blugging about a problem <i>Strategy:</i> Go back and reread	Present a problem and advice	<b>Song:</b> What's the matter with me!	Contractions and weak forms	Complaining <i>Strategy:</i> Make a complaint	Writing a long giving advice <i>Strategy:</i> Be persuasive	Determine what is implied in a reading passage
<b>10 Beastly things</b> page 114	Facts of the beast!	I can't believe my eyes! <i>Strategy:</i> Introduce a surprise	Show me the evidence	Possibility in the past	Animal sightings <i>Strategy:</i> Paraphrase	Research and present a special creature	<b>Culture:</b> Legends	Weak forms	Expressing certainty and doubt <i>Strategy:</i> Make guesses	Writing a news report of a sighting <i>Strategy:</i> Write an effective news report	Vocabulary questions: Select meaning by word / Select word by meaning
<b>Review 2, page 126</b>											
<b>Grammar Takeaway, page 130</b>											



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